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## IN MEMORY OF PROFESSOR YEVHEN KHRYKOV, MURDERED BY RASHISTS

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For the achievements in teaching and research, Professor Khrykov was awarded

*“Vidminnyk osvity Ukrainy” (Excellence in Education of Ukraine) award,*

*“Petro Mohyla” badge,*

*“Za naukovi ta osvichni dosiahnennia” (For Scientific and Educational Achievements) badge,*

*“Za trudovu vidznaku” (For Labour Merit) medal,*

*Cabinet of Ministers’ Certificate of Honour, diplomas from the Ministry of Education and Science of Ukraine and the Regional State Administration*

Yevhen Mykolaiovych Khrykov was born in 1949. The scientific and pedagogical community knows him as a graduate of Luhansk Taras Shevchenko Pedagogical Institute (later University), where he graduated from the History Department in 1975. The History Department community respected Yevhen Khrykov – he not only studied successfully, but also had organisational skills and took an active part in student self-government and the social life of the Institute. He (then a third-year student) was awarded the Order of Friendship of Peoples for his significant achievements in academic and social activities, which was a memorable event for the students and faculty of the university.

After graduating from the Institute, Yevhen Khrykov taught, and later became the deputy director of secondary school No. 9 in Luhansk. Since 1979, he has worked at Luhansk Pedagogical Institute as an assistant, senior lecturer, associate professor, professor, Dean of the Faculty of Retraining and Advanced Training of Organisers of Public Education, Director of the Institute of Postgraduate Education and Distance Learning, Head of the Department of Civil Service and Management.

His research interests and professional practice focused on the management of educational institutions. In 1986, he defended his PhD thesis “Training school principals to manage extracurricular and out-of-school activities on labour education of students”, and eleven years later he defended his Dr. Sc. thesis “Theory and methods of school-based management in modern conditions” at Taras Shevchenko National University of Kyiv. In 1999, he was awarded the academic title of professor (Vcheni LNU, n.d.).

The beginning of Yevhen Khrykov’s scientific and pedagogical activity coincided with the first years of Ukraine’s independence, which were characterised by the democratisation of all spheres of society, including education. The country began to move away from Soviet authoritarian pedagogy. The new guideline for educators was the pedagogy of cooperation, which united those who taught and those who learned by common interests. Therefore, there was a need to develop a new methodology for further reform of the entire education system. Yevhen Khrykov was actively involved in this process. This is evidenced by his publication “Democratisation of Educational Institution Management as a Prerequisite for Democratisation of the Process of a Personality Formation” (Khrykov, 2017).

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He put his theoretical research into practice in the classroom, having a large class load at the university. Professor Khrykov updated the courses of pedagogical disciplines he taught to students and was very responsible for conducting lectures and seminars. The university administration (introducing the democratisation of the educational process) periodically conducted anonymous surveys among students “Teacher through the eyes of students”, the results of which can be seen now on the website of Luhansk Taras Shevchenko National University. Students wrote the following about Professor Khrykov: “(13.03.2008) – He is a wonderful person. I love him for his intelligence, wisdom and calmness. Lectures are a pleasure; (28. 12. 2010) – A teacher with a capital letter. So, to speak – from God; (07. 05. 2012) – The best teacher! Decent, fair, wise. An excellent supervisor” (Khrykov, 2006).

In addition to teaching, Professor Khrykov successfully supervised the research of master’s, PhD and postgraduate students. At the same time, he also performed administrative functions as a Director of the Institute of In-Service Teacher Training, member of the University Administration, Academic Council, participated in meetings of the Specialised Academic Council for the defence of candidate and doctoral theses, worked as a member of the editorial boards of the journals “Osvita Donbasu” (Education of Donbas) and “Osvita na Luhanshchyni” (Education in Luhansk Region). In 1998, he became the head of the Faculty of Postgraduate Education and succeeded in increasing the number of students. He opened the specialities of computer science, mathematics, geography, biology, history, and the department of related and additional professions, and resumed the advanced training of teachers of secondary schools, VET schools, and teachers of higher education institutions of the 1-2 levels of accreditation in Luhansk and Donetsk regions.

At the same time, Professor Khrykov taught at the Luhansk Institute of Postgraduate Education: he gave lecture courses, supervised students’ coursework, and participated in scientific research and conferences. Throughout his scientific and pedagogical activity, he constantly maintained ties with secondary schools, worked closely with heads and teachers of educational institutions in Luhansk and Donetsk regions, providing assistance in staff development, developing concepts and strategies for the development of educational institutions in modern conditions. In total, over the years of his teaching career, Yevhen Khrykov has participated in training of more than 5,000 school leaders (Vcheni LNU, n.d.; Hnizdilova, 2011).

The scientific activity of Professor Khrykov was closely connected with practice and his own pedagogical experience, which became an integral feature of his theoretical and methodological developments. The logical result of Yevhen Khrykov’s many years of teaching and research work at Luhansk Taras Shevchenko National Pedagogical University was the creation of his own scientific school in the field of educational institution management. Later, the functioning of this scientific centre contributed to the opening of the relevant Master’s degree in Management of Educational Institutions. The members of the scientific school annually held scientific and practical conferences and published collections of materials on the management of educational institutions. The development of the activities of scholars united by Professor Khrykov allowed the opening of postgraduate studies, doctoral studies and a specialised academic council for the defence of theses in the speciality 13.00.06 – Theory and Methods of Education Management (Hnizdilova, 2011).

The subject of Professor Khrykov’s research has always been relevant and aimed at modernising national education. According to the researchers of his pedagogical heritage, Yevhen Khrykov was the first in the history of Ukrainian science to develop one of the fundamental pedagogical theories – in-school management with all its components: a system of initial provisions reflected in the management concept; conceptual apparatus describing the essence of this type of management; regularities explaining the stable connections of its elements; principles, rules, requirements that perform a normative function; a system of management methods that ensure the realisation of the goals of in-school management (Hnizdilova, 2011).

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Based on the developed concept of in-school management, Y. Khrykov put the category of “creating conditions”, and in the mechanism of management – the establishment of management relations aimed at ensuring the dynamic development of a comprehensive school through the modernisation of its components. According to the author of the concept, the main content of the management activity of school leaders should be to create prognostic, pedagogical, psychological, personnel, organisational, legal, material and financial, sanitary and hygienic, medical conditions necessary for stable functioning and dynamic development of the school (Hnizdilova, 2011).

Yevhen Khrykov is the author of many works on school management, training and professional development of teaching staff. He is the author of research on the theory of school principal management. The professor’s research on the development of the theory and practice of management of educational institutions of various types is of great value, including several monographs: “Vnutrishnoshkilnyi kontrol: stan, kontsepsiia, perspektyvy razvytku” (In-school control: state, concept, prospects of development) (Luhansk, 1994), “Teoretychni osnovy vnutrishnoshkilnoho upravlinnia” (Theoretical foundations of in-school management) (Luhansk, 1999), “Upravlinnia navchalnym zakladom” (Management of an educational institution) (Kyiv, 2006). In particular, the book “Management of an Educational Institution” reveals the content, forms and methods of managing educational institutions of various types: kindergartens, secondary schools, VET schools and higher education institutions.

Yevhen Khrykov paid special attention to the macro-technology of managing an educational institution and the functions of management: planning, organisation, regulation and control. The book is based on the achievements of foreign and national pedagogical theory and practice in recent years. In this work, the author introduces the concepts of “democratisation of management” and “informatisation of management” (Khrykov, 2016). Yevhen Hrykov developed a classification and modelled groups of methods of in-school management: methods of obtaining management information, methods of making management decisions, methods of communicating management decisions to executors, methods of organisational and methodological support for the implementation of management decisions (Hnizdilova, 2011).

In addition to the theory of management of educational and social institutions, Yevhen Khrykov developed the methodology of pedagogical research. He published many works on this topic. His last lifetime monograph “Metodolohiia pedahohichnoho doslidzhennia” (Methodology of Pedagogical Research) (2017) deserves special attention (Khrykov, 2017). I had the opportunity to be a reviewer of this book at the stage of its preparation for publication, and thus to witness its layout from the table of contents to the cover in national colours. The monograph was published at the author’s own expense and in small print to save on the number of pages with a significant amount of information. It was as if Yevhen Khrykov was running out of time and wanted to publish a book that was very important not only for him but for the entire scientific and pedagogical community. The monograph turned out to be relevant, as for a long time Ukrainian pedagogical science was guided by the Soviet and then Russian methodology of scientific research.

It is worth noting that Ukrainian scholars, if they did study the problems of methodology, did so within the framework of individual dissertation research or certain scientific and pedagogical specialities. The publication of Yevhen Khrykov’s monograph “Methodology of Pedagogical Research” was evidence of the development of a new direction that did not duplicate already known provisions but identified new prospects for development.

The specificity of the study of methodology problems is that this topic requires a broad outlook, deep knowledge, and the author’s diverse scientific and pedagogical experience. These are the features that were inherent in the author at the time of publication of this monograph: 38 years of scientific activity, more than 20 years of work in specialised dissertation defence councils, acting

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as an expert of the Higher Attestation Commission for two convocations, more than forty years of work in various positions in the education system (from school teacher to institute director), prepared more than 50 candidates and doctors of pedagogical sciences (Luhanskyi natsionalnyi universytet, n.d.).

The development of methodology issues by the author of the monograph was aimed at ensuring the quality of theses of postgraduate and doctoral students. This necessitated addressing the most pressing problems of scientific research and presenting the results of practical research in publications. Some of the monograph's chapters (laws and regularities of development of pedagogical science, pedagogical science in Ukraine; state and directions of development; definition of goals and objectives of pedagogical dissertations; contradictions in pedagogical research; pedagogical conditions in the structure of scientific knowledge; conceptual and terminological analysis in pedagogical research; factors in determining the methodological foundations of pedagogical research; methodology for studying the state of research on a particular pedagogical problem; identification and use of criteria for evaluating pedagogical phenomena in experimental research; analysis of the state of research on a scientific problem in the area of comparative education; the use of hypothesis in historical and pedagogical research; regional historical and pedagogical research; focus, significance, methodological principles; methodological principles of research on the problem of managing the development of secondary school) have already been published in leading pedagogical publications (Ukrainskyi pedahohichnyi zhurnal (Ukrainian Pedagogical Journal), Shliakh osvity (Way of Education), Publichne upravlinnia: teoriia ta praktyka (Public Administration: Theory and Practice), Ridna Shkola (National school), Veresen (September), Education in Donbas (Education of Donbas), etc.

Such subsections as the theory and practice of determining the topics of dissertations in pedagogy; the conceptual system of the dissertation; methods of historical and pedagogical research: the state of use and prospects for development; analysis of the state of periodisation of historical and pedagogical phenomena; conceptual foundations of periodisation of historical and pedagogical phenomena; paradigmatic foundations of periodisation of historical and pedagogical phenomena; theoretical and methodological foundations of periodisation of historical and pedagogical phenomena; criteria for periodisation of historical and pedagogical phenomena are published for the first time in this book.

In the monograph, the author paid considerable attention to the methodology of historical and pedagogical research. Having a basic historical education and the appropriate vision, he managed to cover the problem of periodisation of historical and pedagogical phenomena in detail at the highest professional level, with five chapters devoted to it. This can be explained (in our opinion) by the insufficient development of the problem of periodisation, the state of this aspect of scientific activity, which leads to the replication of the same approaches and periodisations in historical research.

A review of the monograph makes it possible to highlight several of its fundamental features.

**First:** most of the book's chapters are based on an analysis of the state of pedagogical research, which made it possible to substantiate approaches to overcoming typical shortcomings of dissertations.

**Second,** the monograph contains a large number of examples of both the use of imperfect means of scientific activity and more effective approaches to scientific activity. This feature facilitates not only the task of independent mastering of methodological problems of pedagogical science, but also the organisation of teaching postgraduate students the basics of scientific activity.

**Third:** the content of the monograph is determined not by formalised approaches to structuring the methodology, but by the search for answers to more acute contemporary problems of scientific work, so the implementation of the proposed approaches can increase the effectiveness of pedagogical science.

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*Fourth*, most of the materials in the monograph are of a technological, algorithmic nature. The monograph provides answers to numerous practical questions: how to formulate the purpose and objectives of the study; how to identify and formulate the contradictions that necessitate the study; how to conduct conceptual and terminological analysis; how to identify and use criteria for evaluating pedagogical phenomena; how to analyse the state of research on a pedagogical problem; how to develop a periodisation of historical and pedagogical phenomena (Khrykov, 2017).

Therefore, the last lifetime monograph of Professor Khrykov became a source of new knowledge and at the same time a means of professional communication for his colleagues in undergraduate and postgraduate classes, scientific conferences, and future publications on the methodology of pedagogical research by others. The latter were given the opportunity to appeal to or develop the authors opinion in their own scientific interpretation. This is the perspective that Yevhen Khrykov envisaged for his monograph “Methodology of Pedagogical Research” and other publications, of which he has more than 160.

At the end of February 2022, Russia launched a full-scale war against Ukraine. In the first days of the fighting, the rashists managed to capture several Ukrainian cities, including a small town near Kyiv Irpin, where Yevhen Khrykov had moved from Russian-occupied Luhansk a few years earlier. The invaders, committing mass crimes against civilians, shot Professor Khrykov in the courtyard of the apartment block where he lived. The automatic fire was the Russian invaders’ response to the Ukrainian professor’s request not to harm people, mostly pensioners and women with young children, who were fleeing the shelling in the basements of nearby houses.

Yevhen Khrykov was buried in the city cemetery in Irpin. The bright memory of the talented teacher and scholar will remain in the hearts of all who knew him. And the rashists will not escape punishment for their crimes committed on the territory of Ukraine.

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